



NET End Point Assessment Quality Assurance Policy and Strategy

Document History

Version History

Issue Date	Author	Summary of changes	Date of next review
05/04/2019	W Lockyer	Reviewed	05/04/2020

Contents

1	Introduction	3
2	EPA Monitoring, Moderation, Standardisation of Assessment Decisions	3
2.1	Monitoring Assessor Practice and Decisions.....	3
2.2	Communication Requirements for Independent End-Point Assessors	4
2.3	Undertaking EPA Assessment Decisions Consistently	4
2.4	Monitoring and Moderating Standards of Achievement.....	4
3	EPA – Improving the Quality of Assessment Practice	5
3.1	Internal Quality Assurance - Areas of Involvement	5
3.2	Quality Monitoring Strategy	5
3.3	Developing a strategy	6
3.4	Independent End-Point Assessor	7
3.5	Moderation	9
3.6	Plan for Standardisation Events.....	9
3.7	Internally evaluate the quality of assessment.....	10
3.8	Internally maintain and improve the quality of assessment	11
3.9	Maintain records of IQA activity.....	11
Appendix 1	Internal Auditing of End Point Assessment.....	12

1 Introduction

An important aspect of the reform of apprenticeships is the end-point assessment (EPA). The purpose of the end-point assessment is to test that an apprentice is fully capable of doing their job before they receive their apprenticeship certificate. It also helps to demonstrate that what an apprentice has learned, can be applied in the real world.

The EPA is undertaken by an independent end-point assessment organisation (EPAO) such as NET. EPAOs are responsible for designing, administering and marking assessments.

It is important to ensure that apprentices are assessed consistently and fairly. As an EPAO we have policies, procedures and systems for controlling the quality of our assessments. These systems are known as Internal Quality Assurance (IQA). IQA involves ensuring that assessors are qualified and trained, that grading is applied consistently and that assessment instruments such as test questions or practical tasks are robust.

The External Quality Assurance (EQA) provider monitors the performance of different EPAOs, the effectiveness of the apprenticeship standard and assessment plan; checking it is reliable, rigorous and fit-for-purpose.

2 EPA Monitoring, Moderation, Standardisation of Assessment Decisions

2.1 Monitoring Assessor Practice and Decisions

The competence of Independent End-Point Assessors will be monitored by their respective TDM/Internal Quality Assurers within the Centre Licence Agreement. The competence of Internal Quality Assurers will be monitored by the relevant External Quality Assurance bodies for the apprenticeship standard.

Such monitoring which will include regular programmed sampling of all aspects of end-point assessment and will lead to one of the following outcomes:

- Confirmation that the Independent End-Point Assessors competent.
- The Independent End-Point Assessors receive constructive feedback and suggestions for improvements through centre visits and NET Bulletins
- The Independent End-Point Assessors are advised to seek additional training and maintain their registered status (if applicable) in their EPA role within the Licence Agreement.
- The TDM/IQA will advise NET to arrange for the Independent End-Point Assessors to be retrained in their EPA role.
- The TDM/IQA will advise the EPAO that, in the best interests of the EPAO, the Independent End-Point Assessors who carry out end-point assessment should be suspended with immediate effect. This outcome should rarely occur and may require further investigation.

2.2 Communication Requirements for Independent End-Point Assessors

Assessment of Apprentices - A focal point for communication is the interface between Independent End-Point Assessors and apprentice during the end-point assessment process. This provides an opportunity for discussion of the quality of both the EPA concerned and the whole EPA process.

Apprentice and Employer Feedback - Apprentice and Employer feedback regarding all issues associated with EPA and the assessment process is valuable and should be both encouraged and responded to.

Independent End-Point Assessors - Independent End-Point Assessors have an obligation to inform their Internal Quality Assurers of shortfalls in the quality of the delivery of the end-point assessment system and the Internal Quality Assurance system which can be communicated through the MMS system or contact with NET directly

2.3 Undertaking EPA Assessment Decisions Consistently

NET is committed to maintaining consistency across all end point assessments and the achievement of comparable outcomes across each of the apprenticeship standards. To this end, NET employs various quality and assessment methods for ensuring consistency in assessments decision through monitoring how end-point assessments are planned, conducted and reviewed.

The Internal Quality Assurance Manager (IQAM) will conduct end-point assessment monitoring/sampling visits which will form the basis of a performance review to monitor that the assessment process and assessment decisions of the Independent End-Point Assessors are addressing the requirements and expectations of the employers and apprentices by being valid, accurate, reliable, and comparable and of high-quality. As part of this process, the TDM/IQA will sample Independent End-Point Assessors monitor their performance, and recommend targeted training, standardisation, and or additional actions where appropriate, to address any deficiencies that are identified within the Licence Centre.

2.4 Monitoring and Moderating Standards of Achievement

The Technical Development Managers/Internal Quality Assurers are to observe Independent End-Point Assessors conducting actual end-point assessments. This is to be done with sufficient frequency to ensure that end-point assessment procedures are being carried out consistently and correctly, usually at least twice a year per Independent End-Point Assessors through monitoring and other visits. Internal Quality Assurers are also required to sample a proportion of assessments by the apprentice, through validation of completed assessments. The frequency and size of the sample will be decided by the Internal Quality Assurers/system and will be risked based.

The IQAM has agreed an Internal Quality Assurance sampling strategy with all TDM/Internal Quality Assurers which identifies the frequency of sampling and observation relative to the requirements of the apprenticeship assessment plan and experience of the Independent End-Point Assessors.

3 EPA – Improving the Quality of Assessment Practice

Effective Internal Quality Assurance plays a vitally important role in achieving and maintaining reliable end-point assessment practices.

3.1 Internal Quality Assurance - Areas of Involvement

The EPA TDM/Internal Quality Assurers are involved in:

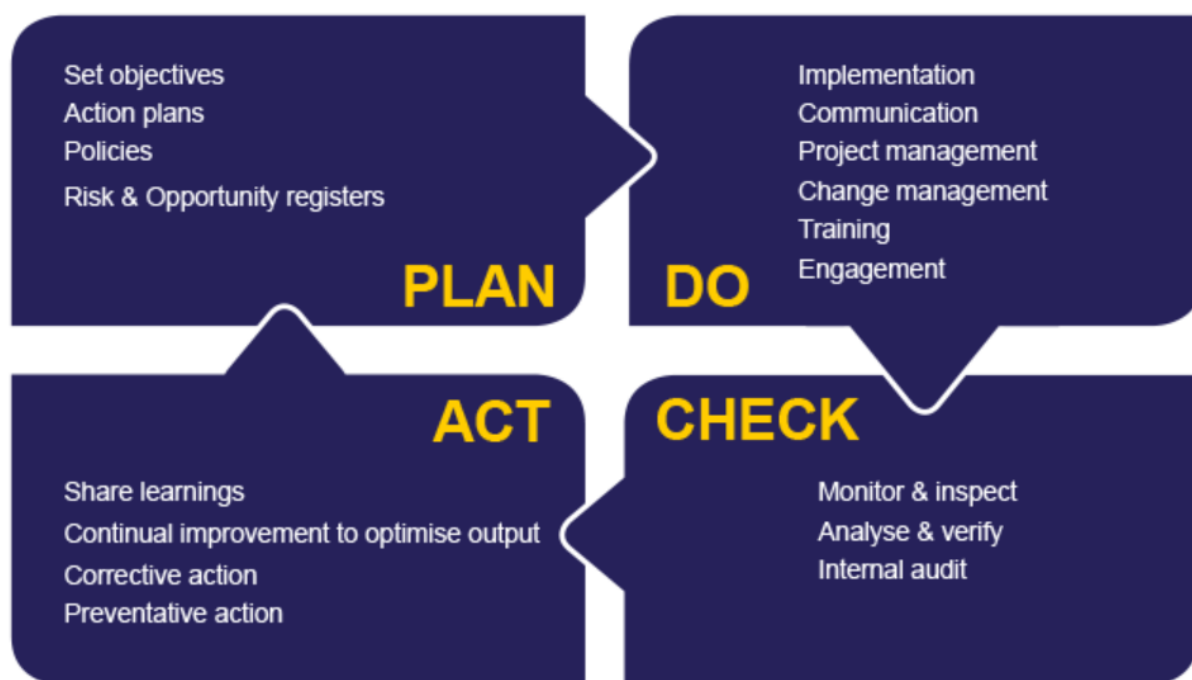
- Operating and evaluating internal assessment and quality systems:
 - Sampling EPA assessment
 - Internal auditing
 - Recording processes
 - Standardising EPA assessment decisions.
- Supporting Independent End-Point Assessors
- Monitoring the quality of Independent End-Point Assessors:
 - Ensuring that Independent End-Point Assessors adhere to the apprenticeship assessment plan
 - Monitoring EPA assessment
 - Monitoring apprentice's evidence
 - Recording and reporting contributing to a Quality Assurance sampling strategy.
- Meeting external quality assurance requirements.

Such quality assurance depends in part on sound documentation. The EPAO will provide documents or systems for use by Internal Quality Assurers.

3.2 Quality Monitoring Strategy

This quality model is based around the concept of developing a Quality Monitoring Strategy (based on the risk of things going wrong, what has been previously looked at in the past), undertaking the monitoring activity, pulling together and recording what was found during the activity, identifying actions, feeding back to the moderation process, others in the team and using the results to improve and confirmation checks of those improvements.

This document sets out the policy and process of how it will be deployed and provides guidance to those involved in the quality assurance of End Point Assessment. This Quality process was developed for Internal Quality Assurance (IQA) of New Apprenticeships End Point Assessment. The quality assurance model on the next page defines the process across a range of elements that provide a focus for IQA activities. The IQA process follows a process cycle and often referred to as 'Plan, Do, Check, and Act' (PDCA).



3.3 Developing a strategy

Plan the internal quality assurance of assessment

A Strategy document will be designed for the development of a Strategic Plan and includes a range of documents or signposting to audit systems, to record quality assurance activities across elements of the End-Point Assessment.

The following information provides guidance for Internal Quality personnel who may be involved in monitoring End-Point Assessments. Minimum value is to ensure consistency can be measured through moderation and monitoring.

In the initial planning and moderation of End-Point Assessment the EPAO specific minimum measures as set out below to be reviewed over 12 months.

- Independent End-Point Assessor qualification entry checks = 100%
- Standardisation = minimum 1 per year for TDM/IQA and IEPA
- Monitoring & Moderation = 10% of assessment decisions per month across all Centres
- End-Point Assessment Site visits = 2 per Centre to carry out Audit and monitoring
- Apprentice Interview = 10% (minimum 3)

A planned approach to sampling is important because it enables aspects to be covered and recorded. Certain features and aspects of the delivery/assessments should be taken into account when planning the sample, such as those indicated below and will be incorporated into the Network system.

Feature being sampled	Aspect
The number of Independent End-Point Assessors and their experience	experienced/inexperienced with respect to minimum assessment numbers, qualified occupational background and performance measured through disclosure and monitoring
The number and type of Apprentices	age, gender, ethnic origin, language, with/without a disability, Apprentices with particular assessment requirements
The range of assessment methods and records used	questioning, examining products of work, professional discussion and examination/assignments
The standards & assessment plans	critical to occupational role, problematic
The number and range of assessment locations	Low risk as all are Licenced and audited

The actual size of the sample above the minimum depends on the degree of confidence and potential risk the TDM has of the Licenced Centre when undertaking the IQA function. For example, a large sample should be examined if...

- first time to deliver a particular End-Point assessment (EPA)
- problems have been identified, e.g. inconsistency, actions
- appeals

When a new Independent End-Point Assessor first begins to deliver the EPA, the TDM/IQA will sample a high number of the assessments before approved as competent. As the Independent End-Point Assessor becomes more experienced and confident that assessment is being carried out consistently, the level of monitoring will be reduced. However, a representative sample of assessment decisions, across the standards delivered against will be undertaken.

The main aim when planning a sample is to make sure that all members of the team are included. The sample should contain a larger proportion of inexperienced staff than those who are more experienced.

3.4 Independent End-Point Assessor

The EPAO defines an Independent End-Point Assessor as a person who has no past or present association with the apprentice(s).

When it is identified there is a potential relationship through their family, work colleagues, training and development delivery staff and training provider that may place any doubt or influence on their assessment decisions this must be declared. For example, a conflict of interest could be:

- A family relation
- A person involved in mentoring the apprentice
- A person involved in training or developing the apprentice

- A training provider delivering aspects of the apprentice training, development and assessment services
- An assessor
- An internal quality assurer

This list is not exhaustive, and each case must be considered and managed by the EPAO Internal Quality Assurance representative.

Prior to any assessment taking place the NET must ensure they have validated the credentials of the Independent End-Point Assessor. This will include holding a register of those who are authorised by NET to carry out End-Point Assessment on behalf of the EPAO through the Licenced Centre. The registration detail will include:

- Occupational competence background validation (such as ECS card)
- Qualification verification (uploaded certificates)
- Safe guarding confirmation (DBS requirements)
- Management of conflicts of interest
- Current CPD record (If applicable)
- Standardisation attendance
- Quality of assessment decisions.

Each Independent End-Point Assessor profile will have operational risk indicators and will be visible on the Networkx system (currently MMS) that will inform NET of the Independent End-Point Assessor operational viability to conduct End Point Assessment based around ongoing monitoring of their skills, practice, attendance at standardisation and quality of their assessment decisions.

It will be the responsibility of the internal quality assurance team to:

- Confirm the information submitted by the Independent End-Point Assessor that they have the appropriate occupational competence background to assess the apprentice at the required level is correct. This may be by using current qualifications, organisational endorsement or personal statements validated by the authorised by NET.
- Check the information submitted by the Independent End-Point Assessor that they have the appropriate Safeguarding checks confirmed and these will be validated by NET.
- To confirm the information submitted by the Independent End-Point Assessor in relation to any conflict of interest reported. NET may seek advice on individuals where with appropriate management of the conflict may be managed and this agreement will be monitored by NET.
- To check information submitted by the Independent End-Point Assessor they have the appropriate current CPD recorded or planned, to assess the apprentice at the required level.

This may be by using current records of completed or planned CPD, organisational endorsement or personal statements validated by NET.

- To check information submitted by the Independent End-Point Assessor they have the appropriate current Standardisation attendance recorded or planned in relation to the apprenticeship standards and assessment plan. This may be by using current records of completed or planned standardisation, organisational endorsement or personal statements validated by NET.

It will be the responsibility of the TDM/IQA to moderate the outcomes of the End Point Assessment across each standard and from those quality assurance arrangements report and update the Independent End-Point Assessor quality performance indicator against their profile.

When preparing for the sample:

- Check progress and previous records to decide which Independent End-Point Assessor/sites are to be sampled
- Agree with those involved in the arrangements for the monitoring activity if appropriate

The following will be needed:

- Apprenticeship Standards & assessment plans
- Recording and reporting document (Centre visit on Networkx)

3.5 Moderation

Moderation is the process through which the consistency of assessments made by the Independent End-Point Assessor is monitored to make sure it meets required standards and through which adjustments to results are made, where required, to ensure that results are based on the required standard.

The TDM/IQA will regularly undertake moderation (validation) of assessments to ensure that the End Point Assessment is consistently applied by Independent End-Point Assessor across apprentices and compare the findings across different Licenced Centres. As part of the Moderation process TDM/IQA will ensure that any such moderation, which it undertakes, confirm that it is able to make any necessary changes to End Point Assessment decisions where appropriate.

3.6 Plan for Standardisation Events

A function of the Internal Quality assurance process is to ensure standardisation becomes a natural occurrence starting with all new Independent End-Point Assessor to ensure they are familiar with the EPAO procedures. This is achieved by compulsory attendance of assessor training/standardisation prior to any Independent End-Point Assessor operating within a Licenced Centre. Standardisation of assessment practices and outcomes will be observed and monitored over a given period to make sure they are consistent and look for improvements to be made.

The TDM/IQA must have these planned in as part of their strategy and form part of the Assessor induction/standardisation.

TDM/IQA standardisation is planned at least annually, to monitor performance of the Centres and team to ensure consistency in the approach and recording.

3.7 Internally evaluate the quality of assessment **Sample the effectiveness and consistency of End Point assessment practices**

When sampling internal assessment decisions, the TDM/IQA undertaking the quality assurance should consider opportunities to:

- Observe assessors making decisions
- Interview Independent End-Point Assessor
- Interview apprentice (health safety and welfare check)
- Study the collection of evidence (the portfolio) which has been assessed by the Independent End-Point Assessor/Technical Experts (if applicable)
- Carry out an occupational competence check
- Carry out safeguarding checks.

Monitoring practices by observation provide an opportunity to examine how the End-Point Assessment is being delivered and can provide opportunities to identify inconsistencies and share good practice during standardisation activities which is covered by planned or drop in monitoring/auditing visits.

It is good practice to interview Apprentices to gain direct feedback about the experience as the end user of the service. When interviewing apprentices, it is important to reassure them that it is the process of End-Point Assessment that is being sampled, not the individual apprentice and it must be conducted sensitively according to any particular needs they may have.

Safeguarding policies should promote and enforce safeguarding procedures. NET has a duty and responsibility to provide a service to Apprentices that protects them from harm. Internal Quality Assurance checks should be included in the plan to ensure this is being managed appropriately. However due to the demographic age range of apprentices taking this assessment the risk is low due to candidates not being able to meet the gateway requirements under 18 years, but the candidate may be considered to be a vulnerable adult so the policy applies.

Health safety and welfare is about making an apprentice feel safe, and it is the duty of all members of the assessment team, so the apprentice feels respected, has dignity, independence, individuality, choice, and confidentiality which is monitored by the TDM/IQA during centre visits.

3.8 Internally maintain and improve the quality of assessment

Following the monitoring activity, the TDM/IQA will revisit the original centre strategy document to see if things went according to plan and to record what happened and where the evidence of having undertaken the activity is recorded.

An action plan for improvement will be developed to identify and outline a plan for the implementation of any improvements required which will be recorded and maintained on the centre profile within the MMS or Networx systems. This will be followed by standardisation to the appropriate Independent End-Point Assessor of any changes in process and practices if required.

The IQM Manager will conduct an audit of the process for each EPA that NET delivers and suitable documents are attached in Appendix 1. The results of this audit will be fed back to the team meeting and any improvements or actions to be implemented as part of the continuous improvement.

3.9 Maintain records of IQA activity

The IQA will need to maintain records of the quality monitoring that they are undertaking. Quality assurers are required to use the forms provided in MMS or Networx to record quality assurance activity and the records must be accurate and up to date and made available if requested.

NET is responsible for retaining the records of Internal Quality Assurance activities and made available to the External Quality Assurance Organisation when requested.



Appendix 1 Internal Auditing of End Point Assessment

Governance Auditing - End-Point Assessment

Purpose

The purpose of the audit which may include an on-site observation/ is to establish answers to three main questions:

- Is NET following the assessment plan?
- Are there any areas of concern?
- Is there evidence that the systems and written documents are working documents and fit to the requirements of the EPA?

Standard and Level	
Date	
Location	
Activity observed	
Independent Assessor	
Internal Quality Assurers	
Providers	
Employer/s	

Auditor Name	
Position	
Date	
Signature	

Audit Summary

Gateway access

The auditing process should provide assurance that; all requirements of the apprentice standard in terms of achievement of gateways, qualifications and maths and English are achieved prior to sign off by the employer for End-point Assessment (EPA).

In most cases, employers will determine the readiness of apprentices for EPA, however, there is a need to ensure that any other requirements are met before any apprentice can be registered for EPA. These will include mandatory requirements such as English and maths and having completed a minimum of 12 months of training but may also include the completion of qualification(s) or other requirements as set out in the Assessment Plan.

Evidence type		Description of evidence and meets the requirement	Risk Rating (RAG)
Contracts			
1.1	Can we see the contract between NET and employer?		
1.2	Is there any evidence of a conflict of interest? How often is it updated?		
1.3	What happens if NET disagrees with the employer about gateway achievement/duration?		
Gateway requirements			
1.4	Qualifications – what evidence have we seen? E.g. certificates or other documentation		
1.5	Employer sign-off – what evidence have we seen?		
1.6	Additional mandated requirements in the Standard – what evidence have we seen?		
1.7	Is there a learner tracking form to state which Gateway requirements have been achieved?		

1.8	Have all the necessary learning objectives and assessment criteria been assessed?		
-----	---	--	--

Assessment validity, reliability, comparability, independence

The auditing process should provide assurance that:

- Assessment instruments (materials) and assessments are valid across a range of real work settings and for employers of any size and in any sector. Assessment methods should be clearly aligned to the application of specific skills, knowledge and behaviours.
- Assessment is carried out as far as is practicable synoptically and that this applies to at least one method of assessment of skills and knowledge.
- Assessments are reliable and comparable across different Licenced Centres, employers, places, times and assessors.
- Assessment is carried out independently in practice. This means that both the organisation and the individual assessors are independent of the delivery of training.
- Access to assessment is fair.

Evidence type		Description of evidence and meets the requirement	Risk Rating (RAG)
End Point Assessment (all methods)			
2.1	Do the assessment instruments match those set out in the assessment plan, and align to specific knowledge, skills and behaviour specified?		
2.2	Which knowledge, skills and behaviours (KSBs) are assessed synoptically?		
2.3	Are assessments taken in appropriate conditions including environment and duration?		
2.4	Are practical settings appropriate and able to accommodate the apprentices?		
2.5	Did the assessor give clear information on the assessment process to the learner?		
2.6	Did the assessor record evidence and assessment decisions to internal quality assurance (IQA) requirements? Which specified documents did the assessor use?		

2.7	Has appropriate and sufficient assessment planning taken place including: <ul style="list-style-type: none"> • Timeliness of assessment window? • Booking and management of assessment? 		
2.8	Do the assessment materials (if applicable) give clear information on the assessment process to the learner and encourage them to identify and present evidence?		
2.9	Are the outcomes of each assessment recorded appropriately?		
Presentation			
2.10	Did the assessor use questions which were clear and appropriate during the professional discussion element?		
2.11	How is learners' work authenticated as their own?		
Professional discussion/interview			
2.12	How much encouragement did the assessor give the learner to identify and present evidence?		
2.13	Did the assessor use questions that were clear and did not lead the learner?		
2.14	Were questions appropriate in assessing the KSBs?		
2.15	Does the assessor clarify and resolve inconsistencies in evidence where necessary? (If applicable)		
2.16	Did the assessor use sufficient, justifiable questioning to infer competence?		
Practical observation			
2.17	Does the practical observation allow the apprentice to demonstrate the relevant KSBs to achieve a pass and a higher grade (if appropriate)?		
2.18	Did the assessor remain as unobtrusive as practicable?		
Portfolio (if applicable)			
2.19	Can the portfolio be reliably attributed to the learner? What evidence is there to support this e.g. employer letter?		
2.20	How is learners' work authenticated as their own?		

Test (on-line or paper-based)			
2.21	Have procedures for ensuring that test materials are kept secure been followed?		
2.22	Can we have a demonstration of the online test system?		
2.23	Can we observe a test paper development meeting?		
2.24	Is invigilation carried out sufficiently? Is guidance available?		
2.25	Has the test been administered under the correct controlled conditions?		
2.26	Are tests marked appropriately (paper tests/online tests)?		
2.27	Are the mark schemes fit-for-purpose?		
End-point grading			
2.28	Have the grading descriptors been interpreted consistently?		
2.29	Have the grading rules been applied consistently?		
2.30	Did the assessor consider all feasible sources of evidence?		
2.31	Are resits and retakes managed in line with the assessment plan?		
2.32	Is there evidence that the overall grade has been reached correctly?		
Consistency over time			
2.33	How is it intended that information be gathered on the occupation and Standard over time in order to assist the Employer group in ensuring apprenticeship occupations have sufficient skill and breadth and that Standards are effectively written?		
2.34	How often is a review undertaken?		
2.35	Can we see comparison data on assessors, Licenced Centres, etc?		

2.36	What are the arrangements for gathering feedback from apprentices and employers on end point assessment and the Standard?		
2.37	Is this feedback recorded using: Risk and issue logs, lessons learnt activity, contingency plans?		

Internal Quality Assurance and Delivery of Service

The auditing process should provide assurance that:

- Internal quality assurance processes prescribed in the assessment plan are being carried out, operating effectively and achieving the desired outcomes.
- Assessors are fully occupationally competent, up-to-date and meet the requirements prescribed in the assessment plan.

Evidence type		Description of evidence and meets the requirement	Risk Rating (RAG)
Assessor competence			
3.1	Does NET have sufficient assessors and TDM/IQA available?		
3.2	Is their assessment competence acceptable, and does it meet the assessment plan requirements?		
3.3	Can we see assessor and TDM/ internal quality assurer, CVs, CPD records, verification of qualifications?		
3.4	Are robust processes in place to ensure that assessors and TDM/internal quality assurers are fully occupationally competent and up-to-date?		
3.5	Can we observe assessor training? Is it recorded properly?		
3.6	Is the performance of assessors monitored and recorded?		
3.7	Is NET and assessors independent from training providers/delivery?		

3.8	Does NET have appropriate contractual relationships with assessors when they deliver assessment?		
3.9	Are assessors able to clarify and resolve inconsistencies in evidence where necessary, through a moderation process?		
3.10	Are assessors able to justify their decisions, taking into account all evidence referenced?		
Operational activity			
3.11	What evidence is there of proactive quality assurance and improvement measures?		
3.12	Are the records of quality assurance activity complete and thorough?		
3.13	Is there an effective appeals process in place?		
3.14	Can we see the complaints handling system? Is it operated effectively?		
Assessor training			
3.15	Is there evidence of internal and external training?		
3.16	What training records exist from the past 12 months?		
3.17	How detailed are the training programmes? Do they meet the needs of the assessors?		
3.18	Are the assessors given opportunity to comment on the training and provide feedback?		
3.19	How is assessor training used to review staff competence?		
3.20	How is the review of staff competence completed? (vocational/occupational/assessment expertise)		
Standardisation			
3.21	How is standardisation organised (process map)?		
3.22	How frequently does this take place?		
3.23	Are assessors given the opportunity to discuss the outcomes of standardisation?		

3.24	What changes are made to processes / documents on completion of standardisation?		
3.25	Who agrees/approves any changes?		
3.26	What happens to the assessor's feedback on completion of standardisation?		
3.27	How is good practice and areas for improvement captured?		
3.28	How effective is the standardisation process for determining that the EPA is fit-for-purpose?		
Moderation			
3.29	How is moderation organised (process map)?		
3.30	Which methods require moderation and how frequently does this take place?		
3.31	How many samples of work are discussed?		
3.32	Does moderation include borderline samples?		
3.33	How is an agreement between assessors achieved? If applicable		
3.34	How are the outcomes of moderation recorded?		
3.35	How effective is the moderation process for determining that the EPA plan is applied consistently?		
Final decision panel (not applicable)			
3.36	Is there a final decision panel consensus report?		
3.37	Have members of the panel completed a conflict of interest form that is regularly reviewed?		

3.38	Is there a confidentiality agreement in place signed by all panel members?		
3.39	If a grade changes up or down after moderation, is it justified?		

Costs and Data

- Pricing structures for assessment must be clear and represent value for money.
- Sensitive data should be kept securely, and there should be robust records management and retention policies in place.

Evidence type		Description of evidence and meets the requirement	Risk Rating (RAG)
Marketing and costs			
4.1	Are individual employers choosing NET, and do they have enough information to make an informed choice?		
4.2	Can we see marketing literature? Is this information appropriate?		
4.3	Is the information provided and fees charged by NET clear and transparent?		
4.4	Is there a clear rationale provided? Is it reasonable?		
Record keeping			
4.5	Can we see records of management system?		
4.6	Are accurate records kept for both candidates and assessors?		
4.7	Is data held securely with appropriate protocols in place, especially for sensitive information?		
Accessibility and equality:			
4.8	Does NET ensure the safety of those being assessed on site? How?		
4.9	Are safety precautions and reasonable adjustments in place?		
4.10	Is EPA appropriate for small and large employers?		



4.11	Is EPA fully inclusive e.g. race, gender, culture, background?		
4.12	Is there a prevent and safeguard policy in place?		